ENTRE NÓS

ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

LIBRARY OF THE WOMAN'S COL. OF THE UNIVERSITY OF NORTH CAROL. GREENSBORO, N. C.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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GREETING EXCHANGE WITH BRAZIL

Last year the Division of Intellectual Cooperation of the Pan American Union received thru the American Counsulate at Porto Alegre, Brazil, a beautiful colored poster from the students of the Academia G. Nossa Senhora das Dores of that city. The poster contained this message:

"On this memorable day of the discovery of the American continent we, representing the students of Academia G. Nossa Senhora das Dores, send thru the Pan American Union our fraternal salutation to all the people of the New Hemisphere, with the very best assurance of our good will toward Inter-American understanding and brotherly spirit."

The message was signed by three students and was decorated with the flags and coats-of-arms of both Brazil and the United States.

In the interests of inter-American exchange the Pan American Union asked the Oakland Public Schools to answer this message since they are among the first in the United States to report the study of Portuguese on the secondary level. Castlemont High School, Oakland, California, sent the Pan American Union a letter for the Brazilian students containing the following message:

"Greetings to the students of the Academia G. Nossa Senhora das Dores. We gratefully acknowledge receipt of your greeting of October 12, 1941. While thinking of the troubles which the world is suffering we, representing the students of 'Castlemont High School,' send thru the medium of the Pan American Union our fraternal greeting to the students of the Academy of Our Lady of Sorrows of Porto Alegre, assuring them of our determination to aid in the defense at all costs of the liberties won by the peoples of the New World. Furthermore, we assure all our neighbors, north and south, of our desire to promote good will among the American nations."

This message was signed by the student body president and two other students.

SANITATION PROJECT IN ECUADOR

Among the recommendations of the Inter-American Conference at Rio de Janeiro was a program of cooperative health and sanitation. The Office of the Coordinator of Inter-American Affairs has announced that medical and sanitation experts will be sent to the other American republics, particularly to tropical areas holding potentialities for development of rubber and other strategic materials, to plan and direct projects in collaboration with the governments of these republics. George C. Dunham, specialist in tropical medicine, has been placed in charge of this program.

The first of the projects will be undertaken around Quito and Guayaquil, Ecuador, in cooperation with the Ecuadoran government. A field staff will accompany Dr. Dunham to direct operations for malaria control, improvement of sewage disposal, and other modern sanitation measures. Such projects have long been regarded by medical authorities as essential to success in economic enterprise, and much work in this field has already been done by private and industrial concerns.

THE ROLE OF CULTURAL RELATIONS

A few excerpts and ideas are given here from the address delivered by Charles A. Thomson, Chief of the Division of Cultural Relations, Department of State, before the American Political Science Association in New York City, December 31, 1941:

It would be disastrous now in time of war to lose sight of the fact that the cultural factor is a primary contributor toward the solidarity of the Western Hemisphere nations.

"Now it is more than ever important that our country strengthen the bonds of friendship with the other American republics, demonstrate to them that the cause of our freedom is the cause of their freedom, of all freedom; and it is urgently necessary that the channels of travel and information be kept open. The immediate agencies to effect this are the agencies already fruitfully at work: the interchange between the Americas of thought, of opinion, of research workers, technicians, and professors and students; translation back and forth of significant and revealing writings whether for their timeliness or for their enduring literary values; the showing in our sister countries of motion pictures that reveal life in the United States - and now, most particularly, life as lived with undimmed vitality and unclouded faith in war time; similarly, the showing of pictures here that tell of the life and purposes of the peoples to the South, and the transmission of radio programs to the same end."

Cultural relations have a role other than that of propaganda in war time. Propaganda tries to develop a receptive or favorable attitude, which may be largely emotional and may evaporate quickly. "The goal of cultural relations is something deeper and more lasting - the creation of a state of mind properly called *understanding*, which endures."

Cultural relations have a wider field than intellectual cooperation. They should contribute also to effective cooperation for the achievement of economic advance and social welfare. "Peoples who live in misery and ignorance, without knowledge and without hope, cannot be expected to feel a stake in a victory of so-called *democracy*, or to struggle and sacrifice for such a goal."

"A major responsibility for leadership and effort to create a healthy, better, peaceable world has now come to this hemisphere.... If the Americas are to provide leadership in the task of building the better world of peace and economic advancement ... the time is already here for scholars and thinkers to start to work on the contribution which the American system of cooperative peace developed in this hemisphere can make to the problem of world stability after the struggle."

UNITED STATES-COLOMBIA EXCHANGE

At the suggestion of Spruille Braden, United States Ambassador to Colombia, the Colombian American Cultural Institute has been founded in New York. It promises to play an effective role in bringing to the attention of North America the rich culture of Colombia.

The Institute, located at 21 West Street, New York City, actively contemplates a comprehensive program to stimulate educational exchanges, scholarships, art exhibits, and other projects tending to promote understanding of culture. Hospitality and service were recently accorded the group of thirty-one Colombian university students taking a special six weeks' course at the University of Pennsylvania.

Meanwhile in Bogotá, Colombia, a group of similarly interested Colombians and North American businessmen have organized the Instituto Cultural Colombo-Norte Americano de Bogotá, which, while independent of the North American group, works in close cooperation to accomplish the same ends in Colombia.

Among the activities planned by the Institute in New York is the study of means for granting facilities to visiting artists, writers, professors, and students from Colombia and making available to such visitors an easy approach to the leading art, musical, and educational institutions of the United States. Their program includes, also, plans for the establishment of exchange book centers in New York and Bogotá in order to have available at both centers copies of important United States and Colombian books, literary magazines, and helpful textbooks from each country.

URUGUAYAN SERVICE

A new manifestation of the spirit of cooperation between the Americas is the Inter-American Bureau of Information recently organized in Montevideo, Uruguay, with Sr. Alvaro A. Araujo as director. Its purpose is to assist persons and institutions engaged in research to collect data of use to them in their work. In the fields of art, science, philosophy, letters, history, political economy, industry, and business, this organization can supply in Spanish, French, or English, information, materials, books, photographs, and clippings produced in or relating to Uruguay.

Thru the Bureau persons in any country of the Americas who are interested in a particular field may be put in contact with Uruguayans engaged in similar or related activities. The organization is nonprofit making, but a small fee is charged for services - sufficient to cover the cost of each undertaking.

Complete information and details may be obtained by writing to Sr. Alvaro A. Araujo, Casilla de Correo 147, Montevideo, Uruguay.

DEMONSTRATION CENTERS

Twenty-five Inter-American Demonstration Centers have been set up thruout the United States by the U. S. Office of Education in cooperation with the Coordinator of Inter-American Affairs.

The centers for this project were chosen primarily because they were already doing significant work in the study of the other American republics and include city schools, small town schools, parochial schools, county schools, teachers colleges, universities, state departments of education, and private schools. Elementary, junior and senior high-school, and college levels are represented.

In addition to an office coordinator and a project supervisor, the Office of Education has a staff of three field representatives who will work in close cooperation with the centers thru a local coordinator. In addition, there will be special consultants in fields such as music, art, social studies, and curriculum, who will be available to centers for short periods of time.

The Inter-American Demonstration Center Project will be able to draw upon other Office of Education services in the field of inter-American studies. These include Latin American exhibits, packets from the Information Exchange, and some free materials from the Service Center. Provision will be made for the exchange of ideas and materials among the centers.

The establishment of centers has for its purpose the development of understanding and appreciation of the other Americas among children, young people, and adults. Some schools will accomplish this purpose thru integrating the idea into existing courses, thru developing new activities, and thru giving new and different emphasis to inter-American studies. Others will accomplish their purpose by introducing new courses into the curriculum, by setting up workshops, and by other means in keeping with the interests, needs, and resources of the community.

Persons interested in more of the details of this project should write to the U. S. Office of Education, Federal Security Agency, Washington, D. C.

Señor José B. Acuña, a professor from Heredia, Costa Rica, began in March a year of teaching at Winona State Teachers College, Winona, Minnesota. Taking his place for the year in the Normal School of the University of Costa Rica is Dr. John Biesanz of Winona. Both men are specialists in the social sciences. Professor Acuña is offering a survey course called Modern Central America in both spring and summer sessions in addition to teaching some of the regularly scheduled teachers college courses.

SUMMER SCHOOLS IN LATIN AMERICA - 1942

Several summer sessions have been announced in Latin American countries for 1942. Following is a list of them as they have come to the attention of AMONG US. Further information may be obtained at the Division of Intellectual Cooperation, Pan American Union, Washington D. C.

Costa Rica: The Universidad de Verano Interamericano will be in San José and will offer two sessions - the first from June 17 to July 17 and the second from August 5 to August 28.

Cuba: Summer School of the University of Havana will be in session from July 21 to August 30. It will be divided into two courses: one a general course for both foreign students and nationals, the other a special course for elementary teachers and normal school students.

Chile: Summer School of the University of Chile in Santiago will offer a special course for North Americans. Two sessions will convene - the first from June 25 to July 24, and the second from July 17 to August 17.

Ecuador: Summer School for North Americans is being organized by the Pan American Society of Quito.

Guatemala: The University of Guatemala, collaborating with the World Federation of Education Associations of Washington, D. C., will offer courses and organized conferences from July 11 to August 10.

Mexico: The Summer School of the National University of Mexico will convene from June 30 to August 15.

The Workers University of Mexico offers a Summer School from July 3 to August 16.

In July and August at San Miguel de Allende in the state of Guanajuato there will be courses in fine arts - Escuela Universitaria de Belles Artes.

The Sixteenth Seminar in Mexico is being organized by the Committee on Cultural Relations with Latin America (New York City) to take place in Mexico and other cities from July 3 to July 25.

A Conference on Collective-Cooperative Farming will be held August 4, 5, and 6 in Torreón, in the state of Coahuila. It is being organized by Professor Clarence Senior of the University of Kansas City.

The Texas State College for Women has made plans for the second Annual Summer School in Saltillo, Coahuila, Mexico. The term will be five weeks from July 17 to August 21. This school is planned in collaboration with the Minister of Public Education of Coahuila.

A request has come from the American Embassy in Buenos Aires for college catalogs, maps, and prospectuses of student life in the United States.

In the course of maintaining contact with educational institutions in Argentina the Cultural Relations Division of the Embassy receives a great many requests for information on United States colleges and universities. Recently, for example, representatives of the Universidad Nacional de la Plata discussed plans with the Ambassador for a reorganization of campus life which would incorporate some of the features of American student life, and which might conceivably become a model for other Argentine institutions of higher education. The Embassy made use of whatever descriptive material it could obtain from the States. In order to deal efficiently with this sort of problem the Embassy should have on permanent file a comprehensive collection.

To send whatever a college has - either catalog or pamphlet - is a service which all educational institutions can give in the interest of inter-American relations. The address to which such material should be sent is: Mr. John F. Griffiths, Senior Cultural Relations Officer, American Embassy, Buenos Aires, Argentina. The most efficient and reliable mail service to Latin America is air mail.

TEACHER-TRAVEL PLAN

A plan to increase the possibilities for teacher travel in Latin American countries has been presented to several government officials in education and to education leaders thruout this country and other American nations.

The plan, called the Pan American Teacher Plan, provides for the assembling of a large committee of outstanding educators (thirty or more) by a national official in education to study and devise ways and means for classroom teachers to spend vacation periods in Latin American countries. This study would be a survey of travel methods and costs, hotel rates, and tuitions in Latin American universities.

The results of this survey, states the plan, should be brought before the teachers of the United States before the 1942 vacation period. It should be another function of the committee to advertise the movement in all countries and to encourage Latin American teachers to organize a similar plan for travel in the United States.

The Latin American Committee of the Affiliated Teacher Organizations of Los Angeles would be willing to answer any inquiries about this plan. Address: 301 Embassy Auditorium Building, 847 South Grand Avenue, Los Angeles, California.

SUMMER WORKSHOP AT MILLS COLLEGE

Samuel Guy Inman, long-time observer and adviser in inter-American relations, will direct the Pan-American Workshop which is to be held this summer at Mills College, Oakland, California, from June 28 to August 8. The Workshop will emphasize the cultural backgrounds of the American nations, and will strive to interpret presentday aspects of Pan American relations. Members of the Workshop will live in the Casa Pan-Americana where beginning and advanced Spanish and Portuguese will be taught. Designed especially to meet the needs of teachers, the Workshop includes many individual conferences on curriculum problems for the planning of Latin American units of study in the fields of language and social science.

The faculty will include a number of special lecturers, some from South American countries, and some from organizations of the West Coast.

Further details may be obtained by writing to the Office of the Summer Session, Mills College, Oakland, California.

INTERCOLLEGIATE CONTEST

Many colleges and universities in the United States are participating in the nationwide discussion on inter-American affairs which is being conducted under the management of National Public Discussions Committee, Inc., of which Alan Nichols is director. The contest starts with fifty district conferences to be held thruout the country. Five to eight students from each participating school will take part in the district intercollegiate round table and extempore discussion forum. Two students will be sent from this conference, expenses paid, to a regional conference, of which there will be six or seven in the country. From each regional forum the most outstanding student will become a delegate to the National Intercollegiate Conference on Inter-American Affairs in Washington, D. C., and, if plans carry thru, these delegates will be rewarded with a specially conducted tour of the other American republics in the summer of 1942.

Among the topics suggested for extempore discussion forums are "The Importance of Hemisphere Solidarity in Defense," "Inter-American Trade at the Crossroads," "The Spirit behind the Export-Import Bank," "Ships for Inter-American Trade," "Rediscovery of the Americas by Americans" (concerning mutual contributions in music, art, and literature), "How Modern Transportation and Communications Helped Unify the Americas," and "The Danger Threatening the Americas" (what totalitarianism means to the church, business, and industry).

Those who desire additional information should write to the Office of the Coordinator of Inter-American Affairs, Office for Emergency Management, Washington, D. C.

PUERTO RICAN SCHOOL OF THE AIR

In the *Modern Language Journal* of January 1942 is an article by Carroll Atkinson entitled "Radio as a Tool of Education in Puerto Rico," which is of particular interest to those who are responsible for radio work in the schools. The use of radio in classrooms has been highly successful in Puerto Rico where the schools face a bilingual problem. The programs are under the supervision of José Leavitt, Chief of the Bureau of Adult Education and Extension Activities.

Excerpts of Dr. Atkinson's article are reproduced here to give a more complete description of this Puerto Rican project.

"Programs intended for the classroom are graded and classified by subjects. They are presented during school hours with the principal aim being to enrich the curriculum of the schools, to add variety to classroom teaching, and to provide students with more zest toward the school day by opening up a new world through radio listening. The 1941-42 offerings include: social science, elementary science, English, arithmetic, folk tales, games, rhythmics, stories, music appreciation, Spanish, safety and health education and interviews with outstanding people for the elementary grades; English, Spanish, forum discussions, and music appreciation for the high schools. The Department of Education sends out instruction sheets to the schools for each of these programs.

"But the *Escuela del Aire de Puerto Rico* does not end merely with a classroom service to the children in school. Probably its more important work lies in the evening programs designed as adult education offerings. The usual weekly schedule includes series on such subjects as: music appreciation, concerts, literature, news comments, forums on social and economic problems of Puerto Rico, English lessons, national defense, educational guidance, and drama in both English and Spanish. These have been presented Mondays through Fridays, from 8:00 to 8:30 p.m., for use by organized adult education groups and the general public. A manual for the English language course has been made available as an aid to students in preparing their lessons and in following the broadcast. Persons completing the lessons in this course receive certificates testifying to this fact.

"A large percentage of these programs is aimed at rural socialization. The attempt is made to help overcome the isolation and maladjustment of the rural population by drawing the families together inasmuch as radios are not so common in Puerto Rico as in the continental United States. Thus the evening programs form an incentive for the getting together for purposes of appropriate recreation. Also, these radio programs serve the rural areas by suggesting solutions to their daily problems."

NEW PAN AMERICAN AIRWAYS ROUTES

The Civil Aeronautics Board has announced the certification of more than 8000 miles of new routes and extensions both domestic and foreign in the interests of national defense. "Most important," says the report, "have been operations of the U. S. flag services into Latin America which proved a continuing expression of the Good Neighbor policy...."

Specific Pan American Airways services authorized by the Civil Aeronautics Board during 1941 were: acquisition of control of Pan American Airways-Africa, Ltd., and Pan American Air Ferries, Inc., by Pan American Airways, Inc.; increase in Panagra's schedules between Talara and Lima, Peru, and between Cali, Colombia, and Guayaquil, Ecuador, to a weekly, nonstop basis; a new transcontinental Panagra route from Lima, Peru, to Corumba, Brazil, where it joins a new Panair do Brasil route to Rio de Janeiro; the granting of foreign air carrier permits to Pan American's nationalized Mexican affiliate, CMA, allowing it to continue services between Los Angeles and Mexico City; a new transatlantic route to be operated on a temporary certificate between Miami, Florida, and Leopoldville, Africa, via Belem and Natal, Brazil.

NEW LIBRARY IN MEXICO

The American Library Association has announced that a public library, named the Benjamin Franklin Library, has been opened in Mexico City with the full approval of the government. The Library is under the direction of Harry M. Lydenberg, former director of the Public Library of New York City, and is supervised by a board of directors composed of three Mexican members and six representatives of various organizations in the United States. It is located in Reforma 34.

In Cleveland a Council on Inter-American Relations has been organized and is undertaking a program of activities for adults and for pupils in the secondary schools. C. Langdon White, Professor of Geography at Western Reserve University, is director of the Council.

A successful conference was held in Denver this winter on "The Winning of the War and Winning of the Peace," composed of small delegations appointed by organizations and representing a cross section of the functional life of the region. The conference was sponsored by the Foundation for the Advancement of the Social Sciences of the University of Denver in cooperation with universities, colleges, and government and civic organizations of the Rocky Mountain region.

AT SAN FRANCISCO

At the San Francisco Convention of the American Association of School Administrators (February 21-26) an exhibit of instructional materials attracted many visitors. It was arranged by Kenneth Holland of the Office of the Coordinator of Inter-American Affairs with the aid of the U. S. Office of Education, the NEA Committee on International Relations, and the NEA Research Division. At a meeting of the NEA Committee, Dr. Herbert E. Bolton and Mr. Holland were the speakers.

EDUCATION DIGEST IN PORTUGUESE

The Brazilians in many ways are showing their keen interest in education in the United States. One evidence of their interest is their cooperation in a Brazilian edition of the *Education Digest*, a periodical which carries condensations of noteworthy articles on education from leading publications. The Associação Brasileira de Educação is sponsoring this Brazilian edition and is carrying out the tasks of translation and publishing. Mr. Thomaz Newlands Neto, secretary of the Associação is the Brazilian editor.

The address of the *Education Digest* is P. O. Box 100, Ann Arbor, Michigan.

CHILEAN SPANISH LESSONS

Señor Ermando Pereda, an exchange student from Chile who is spending this year at Tufts College, Medford, Massachusetts, is doing his bit to make the semesters valuable to fellow students as well as to himself. To help students learn Spanish thru conversation he has become master of ceremonies at a Spanish Table three noons a week at the Refectory. Both beginners and advanced students of Spanish frequent the table because no one needs talk any more than one wishes so long as he is at least an interested listener.

Ermando Pereda has also offered some of his free periods during the week for regular conversations with students.

JUNIOR HIGH RADIO PROGRAMS

A series of broadcasts about Latin America have been made by students in the Washington, D. C., junior high schools. The programs have been arranged by the *Evening Star* newspaper in cooperation with the Blue Network and officials of the school system. The hour of the broadcast falls at an open period in all junior high-school schedules and the children listen in their classrooms. Following the program teachers in the various schools pursue the subject further, aided by a prospectus prepared by school officials. Maps and articles in correlation with the program have been prepared by the National Geographic Society and published in the *Evening Star*.

JUNIOR HIGH CLUB IN SANTA FE

In Santa Fe, New Mexico, a definite program is in progress in the Inter-American Spanish Club of the Leah Harvey Junior High School. As reported by the Spanish instructor, the Club meets each Friday during the regular class period.

"Every week," a letter relates, "we have taken up a new country.... On Thursdays the program committee has drawn on the board a large map of the country in question. The research committee has brought and posted pictures and drawn on the board a characteristic scene of the country. For example, when we studied Mexico a reproduction of a Diego Rivera mural was posted; for Brazil a scene along the Amazon was drawn; for Colombia they had life-size pictures of Chibcha Indians. On Thursdays also the teacher places on the board the 'legend' in Spanish, which sets forth in simple languagé the outstanding characterizations of the country, something of its culture and present conditions. This legend is learned at home - in English by the B section, in Spanish by the A - and on Fridays, under the direction of a leader, discussion in Spanish is carried on. Sometimes the children copy for themselves the map and are asked to write a summary of the legend either in English or Spanish."

The Club has presented a Pan American program before the whole school and plans to take a leading part in the Pan American Day celebration which is April 14.

The Division of Intellectual Cooperation of the Pan American Union is preparing several publications in Spanish for free distribution in Latin America.

CORREO is the Spanish edition of the English *Panorama*, and is a group of literary articles and news items of timely interest.

LECTURA PARA MAESTROS is an assembly of current articles in education from all the Americas.

EDUCATIÓN Y CUIDADO DE LOS EXCEPTIONALES, by Merle E. Frampton and Camilla Morgan, describes the education and care of exceptional children in the United States. It is one of a series of publications for Latin Americans about education in the United States.

On Monday, March 16, more than thirty South Americans, representing six countries, visited the NEA Headquarters Building under the sponsorship of the Institute of International Education, Columbia University. Dr. Givens welcomed the visitors and then in small groups they toured the building for an explanation of the Association's many activities.

WE STUDY LATIN AMERICA

George G. Bruntz, Los Gatos Union High School (California), prepared the following statement:

"Our course 'Latin America' is more than a history of the countries south of the Rio Grande. It is a study of the culture, the political systems, and the economic problems of our neighbors. The only aim of the course is to bring about a better understanding of the interests, the needs, and the culture of the people in the Latin American countries. With this better understanding will follow a more friendly feeling and thus the course will promote among our students a sympathetic viewpoint of our Good Neighbor Policy.

"The course is an elective, open to seniors and juniors. Each student in the course, besides his regular work, chooses one country upon which he wants to specialize. He collects data on the historical background and the culture of the people. He collects pictures and stories about the great political leaders, past and present. He assembles pictures and charts on the industry, the trade, and the transportation systems of his country. He makes a flag of the country, gets acquainted with the national anthem, and makes a diagram of the form of government. In other words, he does everything that will help him 'sell' his country to the other members of the class. This project takes the form of a scrap-book and oral reports to the class. Some of the members of the class have shown pictures with the stereoptican and have presented illustrated lectures on their particular country.

"Our class is fortunate in that two members have fathers connected with steamship companies that do business in Latin America. Thru the courtesy of these companies we have received excellent travel pictures on South America. Then, too, we invite local people, who have recently visited various countries in Latin America, to appear before the class to tell us about their trips."

DIAGNOSTIC TEST ON LATIN AMERICA

Many eighth- and twelfth-grade pupils in Cincinnati Public Schools are well informed about Latin American countries according to the results of a test given in January to a sampling of pupils in these grades. This was reported in the February issue of *Better Teaching*, publication of the Cincinnati Public Schools. The testing was done in order to provide a basis for determining the appropriateness and adequacy of the instruction which is given regarding these countries.

In general, the tabulation of responses shows that both eighth- and twelfth-grade pupils have acquired a variety of important understandings about Latin America. For example, a majority of the pupils in both grades know that the present war has decreased the amount of trade between Latin America and Europe, that the current demand for Brazil's coffee is less than the amount she is able to produce, and that it is difficult to increase the amount of trade between Argentina and the United States, because the products of these countries are very similar.

The test findings also indicate that a majority of the pupils in both grades have developed opinions and attitudes that are in accord with the principles of the "good neighbor policy."

CIVILIAN AERONAUTICS TRAINEES

More than 500 Latin American young men are now in training in aviation schools located in various communities throut the country. Here is an opportunity for youth in American schools to make these visitors welcome and possibly to bring them in contact with the regular educational system. The following are some of the centers where the Latin Americans can be found:

Henson Flying Service, Inc., Hagerstown, Md.

Tri-Cities Aviation School, Endicott, N. Y.

Parkersburg Flying Service and Aviation School, Parkersburg, W. Va.

Piedmont Aviation, Inc., Winston-Salem, N. C.

Roscoe Turner Aeronautical Corporation, Indianapolis, Ind.

North Aviation Company, White Bear Lake, Minn.

Cutter-Carr Flying Service, Albuquerque, N. Mex.

Hangar Six, Inc., San Antonio, Texas

Plains Airways, Inc., Cheyenne, Wyo.

Pacific Air School, Tucson, Ariz.

Southwest Airways, Inc., Phoenix, Ariz.

Calkins Aircraft Company, Spokane, Wash.

Olympia Air Transport Corporation, Olympia, Wash.

Curtiss-Wright Technical Institute, Glendale, Calif.

Casey Jones School of Aeronautics, Newark, N. J.

Embry-Riddle School of Aeronautics, Miami, Fla.

The activities of these young visitors are covered in the CAA NEWSLETTER (Latin American edition). For details on the newsletter address Roscoe Wright, Director, Information and Statistics Service, Civil Aeronautics Administration, Washington, D. C.

NEWS FROM AMERICA SOUTH

FROM BRAZIL

The União Cultural Brasil-Estados Unidos has sent to the National Education Association the names and addresses of several Brazilian educators in elementary and secondary schools who have expressed a desire to correspond with colleagues in the United States.

AMONG US presents the list and urges that teachers respond to this Brazilian goodwill. In addition to the name and address is noted the special interest of each one so that teachers with similar specializations may respond.

This is a partial listing of the names sent from Brazil. The remainder will be published in the June issue.

Prof. Benedicto Andrade
Praça Dr. Candido Rodrigues, 488
São José do Rio Pardo, Est. S. P., Brazil
Special interest: American literature
Present position: Principal of "Curso de Preparatorio Instituto S. Paulo"

Miss Christina Deleo Barros
Rua da Gloria, 46
São Paulo, Brazil
Special interest: Psychology of abnormal children
Present position: Teacher at "Grupo E. da Consolação"

Mrs. Eliza de Camargo
Rua General Jardim No. 182
São Paulo, Brazil
Special interest: Problem of children who repeat grades
Present position: Teacher at "Grupo Escolar de Paranapiacaba," Alto da Serra

Miss Lina Aparecida de Sousa Camargo
Rua Belem, 412
São Paulo, Brazil
Special interest: History and geography
Present position: Teacher at "Asilo Sampaio Viana"

Prof. Adinael Carlos
Avenida 2, No. 346
Rio Claro, Est. S. P., Brazil
Special interest: Libraries

Luiz L. Delphy
Rua José Maria Lisboa, 992
São Paulo, Brazil
Special interest: Political economy and finance
Present position: Engineer of Sorocabana Railroad and teacher at Professional School

Prof. Hilton Federici
Rua Prudente de Morais, 8
Itapira, Linha Mogiana, Brazil
Special interest: Geography of the United States
Present position: Teacher in the "Ginásio Oficial de Itapira"

Prof. Manoel Rodrigues Ferreira
Rua D. Veridiana, 569
São Paulo, Brazil
Special interest: Mathematics
Present position: Teacher

Prof. Heitor Ferriello
Rua Coronel Afonso, 138
Itapetininga, Est. de S. Paulo, Brazil
Special interest: Teaching of sciences
Present position: Teacher

PAN AMERICAN DAY - April 14 - Write to the Pan American Union, Washington, D. C., for suggestions.

From *Mexico News* comes this statement about public education in Mexico:

"There has been a total reorganization of the Department of Education and various general agencies. With the cooperation of local governments, primary education has been increased. There are now actually functioning 13,358 primary schools federally supported, 7,420 state and municipal schools, 977 jointly supported, 991 trade and industrial schools, and 445 private schools.

"The total number of schools in the country is 23,191, with an enrolment of 2,037,870 students being taught by 46,653 teachers besides those who teach night school.

"Ninety-one federal establishments exist giving this night service for adults, with 488 teachers and 8,760 students. There are 445 primary private and 223 secondary private schools."

FROM CHILE

From Santiago, Chile, AMONG US has received an interesting article on the development of teachers colleges in Chile. This year Chile will celebrate two centennials in its educational history - in June, the formation of its first normal school and in December the founding of the University of Chile. The author of the article, Gertrudis Muñoz de Ebensperger, is director of Normal School No. I in Santiago. We regret that space limitations require the use of excerpts only and the omission of an excellent map showing the location of various institutions.

"The founder of the Normal School was a noted American who visited the United States twice where he came in contact with the theories of Horace Mann. He was the author of an excellent biography of Benjamin Franklin and later he became President of his country, the Argentine Republic. He was Domingo Faustino Sarmiento. The University of Chile had as its first President another well-known American, a poet, philosopher, and jurist: Andres Bello, Venezuelean, a faithful follower of Bolívar and his ideals. Both institutions are the first of their kinds in Latin America....

"In 1810 Chile declared her independence but in the midst of her fight for liberation her leaders felt the problem of education fundamental. A general assembly declared the office of the master as nobly republican and the teacher as a servant of the nation and meritorious of its high esteem. In the first Constitution of 1833 the declaration of principle that 'education will receive preference in the affairs of the State' was made....

"It is to the Minister of Education, Manuel Montt, and to President Manuel Bulnes that we owe the foundation of the first Normal School in Chile and the first in Latin America. Don Faustino Sarmiento, who was in Chile because of political exile, was given the work of organizing it.

"It began in a very modest form with a class of twenty-eight students, all men, who wished to be primary teachers but were scarcely able to read and write, and with only one professor - the director. Only eleven received diplomas. Among these is found the leading figure of our early teaching - José Bernardo Suárez, the teacher of our chief naval hero, Arturo Prat....

"Chile has had in the progress of 100 years, nineteen normal schools (seven for men and twelve for women). You see the phenomenon of the noticeable preference and number of women's schools, a phenomenon that was accentuated in certain periods until a point was reached where the male teacher in the primary service was a small minority....

"The provincial students that come to Santiago to study don't want to return to the provinces and do not like the work in the country schools in their region. It was at this point that we returned to regional schools and accentuated regionalism, creating, similar to what is being done in Mexico, a new type of normal school - the rural normal school that has as its objective the training of the teacher for the country children of his own region....

"Now, as for ideological orientations, our normal schools and Chilean education in general have passed thru several clearly defined periods:

1. *1842 - 1884* - Period of French influence, as much of religious character as of the ideology of the revolutionary philosophers of the 18th century.

2. *1885 - 1905* - Period of German influence, of laical character, strong discipline, and educational methods of Herbart.

3. *1905 - 1915* - North American influence, brought by distinguished Chilean professors that studied there. Various North American directors and technicians were brought down.

4. *1915 - 1938* - Cosmopolitan influences of the 'New School' (Ferriere, Decroly, Montessori, Kerschensteiner, Dewey).

5. *1938 - 1941* - Still on the basis of the principles of the 'New School' a marked nationalism has appeared.

"The correspondence and conferences of foreign delegates about the same problems in the normal schools in their respective countries will give material for interesting studies and for the investigation of their causes. This will contribute to a mutual acquaintance which will make us feel the profound common roots that unite us and tighten the bonds of friendliness and of comprehension of the American countries, and also will insure peace and the flourishing of all of our desires."

FROM PANAMA

Serving as an Assistant in the Division of Intellectual Cooperation of the Pan American Union is Francisco Céspedes of Panama. He has generously given an interview and wishes to be of any service possible to the teachers of the United States. He is an educator and came up thru the schools of Panama to positions of great responsibility in his country. After teaching in the elementary grades he came to Columbia University in the United States on a scholarship granted to him by the government of Panama. Upon returning to Panama after his four years of study here, he became successively Professor of Education in the University of Panama, Inspector General of Secondary Schools, and Director of the Normal School. His work now at the Pan American Union is in the research and writing field where his fund of information on educational trends in Latin America is finding expression.

Since Mr. Céspedes has offered further cooperation, AMONG US invites its readers to send to its editors any questions on education in Latin American countries which might be used in future interviews.

Following is some very general information Mr. Céspedes has given about education in Panama:

Since 1903, the year of Independence for Panama, the governments in power have had in common a movement toward more and better education for the people. At present, after many years of effort in a tropical, political setting, there exists the framework for continuous free education for children of Panama from kindergarten to the university.

The government schools are divided into primary and secondary, the former having six grades and the latter being divided into two levels, each of three years. After finishing the first three-year cycle of the secondary school, the student may enter the *liceo* which prepares him for the university; he may choose a commercial course, or he may spend his last three years in the Normal School for teacher training. There is now a small registration fee for secondary education. Primary education is free with children furnishing their own materials as much as is possible. University education was free at one time but now a tuition is charged.

The curriculum in elementary grades is similar to the traditional studies familiar to teachers in the United States: language study (Spanish, of course), arithmetic, geography, history, natural science, music, drawing, and gymnastics. The one difference is that since church and state are combined the Catholic religion is taught in the schools.

Curriculum is decreed by the government. It is prepared by persons appointed by the government and imposed upon the teachers who have certain pedagogical freedoms within its limits.

For many years every teacher in Panama has had as her aim ("her" aim - because 80 percent of the teachers are women) a position in the schools of Panama City where it was required that she should have had at least one year of experience in a rural area or an outlying town. To counteract this attitude that "the best teachers are in the City" the Panama government recently located its very active Normal School in the interior of the country - 162 miles from the City. There teachers become interested in the rural problems and the one-room school setting.

The rural problems are many. With several grades to teach the instructor is faced with the baffling problem of attendance, for altho school is compulsory no one can compel a child to come far to school in tropical rain or when he is sick or ill fed.

Most of the problems are economic in nature. There is a dearth of materials for both teachers and children, and the salary paid to teachers is low. A teacher in Panama City begins at a salary of $55 a month. Every four years she receives an increase of $5 per month.

Thru its scholarships, given on the basis of examination, the government of Panama is giving opportunity to any ambitious young people for university education.

The Tourist Department of the Mexican government has several folders and posters and is willing to send them to schools desiring them. Requests should be made directly to the Tourist Department. Address: Bucareli 99, Mexico, D. F. This information comes thru the Pan American Institute of Bibliography and Documentary Sources, Apartado Postal Numero 8620, Mexico, D. F. This Institute is trying to obtain the cooperation of other Latin American republics for similar services. Watch for developments.

FROM NICARAGUA

Mr. John Ashton, who spent last year studying in Nicaragua, is now back at his post in the Department of Rural Sociology at the Agricultural and Mechanical College of Texas, College Station, Texas. A contributor to AMONG US during his residence in Managua, he has written a letter containing some of his recollections and impressions of Nicaragua.

"One need only visit the stores and shops in Managua, the capital, to be convinced as to the degree of American 'penetration.' Thousands of commodities and comestibles are displayed with United States labels and trademarks, and no more enlightening lesson in international economics can be gained than through a visit to any of these Latin American countries, where he who wishes to ascertain what is going on and what is being done may discover for himself by the naked eye alone.

"It is plain that the overwhelming portion of the credits obtained by these countries through our purchases from them, notably coffee imports, comes right back to us in payment of coffee processing and mining machinery and equipment, engines, motors, electrical appliances of all kinds, typewriters and office equipment, automobiles and trucks, photographic supplies, paper and stationery, iron and steel, canned goods, and a great number of miscellaneous supplies too numerous to mention. If anything is left after all this money has gone for American manufactured goods, the balance of funds is probably spent, in normal times, by Latin American visitors to our shores for more or less extended periods, as well as for tuition fees and living expenses of their sons and daughters in American colleges and universities....

"Something out of the ordinary was found by the writer in what has taken place in the political district of Matagalpa, situated about one hundred miles from the capital. Matagalpa is a region which has been made accessible recently - through American capital furnished by the Import-Export Bank combined with the resources and labor of the Nicaraguan Government - by an all-weather road. Now one may make the journey in about three hours or so, whereas formerly it took perhaps a couple of days, and often a week or two in the rainy season when even the most primitive roads are impassable. The airplane has solved to a degree the communications problem for those places deprived of good road communication....

"Matagalpa seems to be particularly interesting to Americans because of its foreign colony, most of whose residents are Americans. Others are of British, Canadian, Australian, and other foreign descent, although no Australians by birth now remain. It was the mining situation which attracted them. Now the mines are in the hands of foreign capitalists, managed generally by Americans. By far the greater number of the Matagalpa foreign colony are engaged in coffee-growing and cattle-ranching. The two industries go well together in this mountainous country, which is several degrees cooler than the farming districts on the Pacific slope.... Some of the finest coffee grown in Central America - coffee which finds its way to the dining rooms of the best hotels and residences in the United States - is grown by the sons and grandsons of the hardy American pioneers in competition with native planters in this famous coffee-growing district of Matagalpa, Jinotega, Esteli, and Nuevo Segovia - all grown on high land up to about 3,000 feet above sea level....

"Some of the first American settlers drifted to the hills and mountains of Matagalpa nearly a century ago, during the gold rush of 1848 in California. They took this round-about but easier way of reaching California - that is, those who completed the journey - by embarking on ships which left the Atlantic seaboard for Caribbean ports on the eastern coast of Central America, after which they made their way across Nicaragua to a Pacific port and thence to California by sea. Some, however, fell victim to disease in Central America; others, enchanted by the easy life and benign climate, decided to settle in the tropics, at any rate for a period of years, rather than go to California on an uncertain quest. Eventually a certain number of these adventurers after tasting their fill of what Nicaragua had to offer found their way back to the United States, but others were too enamoured of the country to renounce it in favor of their native land and, except for occasional visits, determined to make their career among the mountains, plains, and jungles of Nicaragua. Some of the original would-be gold-seekers were compelled to halt in Central America, simply because their funds had run out and they saw no prospect of reaching the new Eldorado in California. But whatever the reason, it appears that Nicaragua offered powerful incentives to many foreigners, and that not a few of them decided to make their fortunes there.

"We have it from the lips of the second-generation Americans, either born in the tropics or who arrived there as small children, how very primitive and rough everything was in those days. It took days and weeks, depending on whether the prevailing season was wet or dry, to reach their destination from the sea-coast.

"The roads were atrocious; no hotels or pensions on the way; no lights at night, except perhaps a pine knot held by an Indian porter or two who transported the younger children in hammocks during the day. Older children were carried in front of some native guide or horse-man, and pack mules transported the baggage."

FROM BOLIVIA

Marina Nuñez del Prado, a dynamic Bolivian sculptress, has been in the United States for three years, brought here by a fellowship of the American Association of University Women. In her studio in Washington, D. C., she stopped her work long enough to give graciously some news of art education in her native country.

Marina Nuñez del Prado studied three years in the Academy of Fine Arts in La Paz and then assumed the position there of teacher of sculpture and anatomy. In addition to her work there she has taught in the American Institute of La Paz.

Altho her chief objective in the United States is the acquisition of technical knowledge of monumental sculpture, she has devoted a great deal of time to exhibitions of her work and to teaching here. She has visited several schools of art to get a glimpse of art education methods - among them Cranbrook School, the New School for Social Research, and the Art Students League, where she gave a two months' course.

In Bolivia she has organized the Art Department in government schools and in addition has established another school of ceramics and Bolivian handicrafts. Upon her return to her native country she will found an Indian School of Art, a private institution.

"Indian children," she said, "have art courses in school and they express themselves very freely. They have a great feeling for their traditions and these manifest themselves in the art work of the children. They are skilful in ceramics; they make all sorts of toys - horses, ships, dogs, llamas, alpacas, vicuñas, and dolls. They are skilful, too, in weaving traditional patterns."

"I wish," she continued, "that I could arrange for an exchange of children's art between Bolivia and schools in the United States. It would teach the children much about the other country."

With Marina Nuñez del Prado is her sister, Nilda, who is now writing and illustrating in color a book describing Indian traditional costumes which number about two hundred - all significant in dances, festivals, and rites. She has also studied in the Academy of Fine Arts in La Paz, majoring in dance. Her desire is to acquire the technic of the modern dance so that she can present the traditional movements and rhythms of the Bolivian Indian in the modern idiom. She has traveled in the villages of Bolivia observing native movements and studying the rhythms of native music. In the United States she has given several programs in schools expressing in dance the life and thought of Bolivia.

In every large town of almost all the other American republics schools are named after countries and give special attention to the history and pageantry of the country for which they are named. A school in Argentina may be named *Chile* and when February 12 arrives this school will celebrate Chile's Independence Day, perhaps with programs memorializing Chilean national heroes or the singing of Chilean songs. A school in Panama, or Brazil, or Peru may be named *United States*. There July 4th is celebrated. Other schools in the town visit the celebrating school and the day becomes a Pan American festival.

In October 1941 Bernabé Rojo, Chief of the Office of Attendance and Census, State Department of Education, Buenos Aires, was one of the interesting visitors to the NEA Research Division. Since returning to his home he has sent a copy of his study made in the United States, *Public Transportation of Pupils in Rural Areas;* also a page from *La Nacion* containing an article entitled, "Education of Children Who Live Outside of the Cities." Señor Rojo made frequent reference to the publications of the National Education Association.

NEWS FOR THE BOOKSHELF

THE BULLETIN OF THE DEPARTMENT OF STATE, published weekly, contains vital information on the subject of inter-American affairs. Address: Superintendent of Documents, Washington, D. C. Single copies are 10 cents; yearly subscriptions are $2.75.

PAN-AMERICAN VOCABULARY and SPANISH-AMERICAN VOCABULARY are two handy-sized booklets recently prepared by A. Curtis Wilgus, Truman J. Keesey, and Paulo Lopes Correa. The former lists side by side English, Spanish, and Portuguese words and expressions used in general conversation. The price is 15 cents. The latter, costing 10 cents, lists only Spanish and English. Address: Educational Research Bureau, 1321 M Street, N. W., Washington, D. C.

SOCIAL AND ECONOMIC PROBLEMS ARISING OUT OF WORLD WAR II is the title of a bibliography compiled by Dorothy Campbell Tompkins, Research Assistant of the Bureau of Public Administration at the University of California. The work is carefully indexed. It is published by the Public Administration Service, Chicago, Ill. Price $1.50.

EL CAMINO REAL, by Edith Moore Jarrett and Beryl J. M. McManus, is a high-school textbook in beginning Spanish, prepared to tie in the widespread interest in Latin America with the Spanish language. Houghton Mifflin Co. is the publisher, 2 Park Street, Boston, Mass. Price $1.88.

RECORDINGS OF LATIN AMERICAN SONGS AND DANCES, an annotated, selected list of popular and folk music, by Gustavo Duran, was published in January 1942 by the Music Division of the Pan American Union. For the amateur musician it is an exciting guide to the music of Latin America; for the person who has only a casual interest in music it is a reliable, interesting source of information about familiar forms - such as the congo, tango, and bailecito. Divided into sections according to countries, it describes the music form, gives historical and contemporary comments, and lists the best recordings. Address: Music Division, Pan American Union, Washington, D. C. Price 30 cents.

OUR NEIGHBOR REPUBLICS, a selected list of readable books for young people, has just been released by the Library Science Division of the U. S. Office of Education. It was prepared by Nora E. Beust. Address: U. S. Office of Education, Federal Security Agency, Washington, D. C. The publication is free, but the supply is limited.

REVISTA INTERAMERICANA is a mimeographed periodical containing original articles of current interest in both Spanish and English, published each semester by the Institute of Inter-American Affairs, University of Florida, Gainesville, Fla. The most recent issue is December 1941.

In the INTER-AMERICAN BIBLIOGRAPHICAL REVIEW, winter issue 1941-42 (Vol. 1, No. 4), is a section of particular interest to those who wish to explore periodical information. It is entitled "Articles Relating to Inter-American Affairs in Periodicals Published in English in 1941," edited by Kathleen C. Wade. Address: Educational Research Bureau, 1321 M Street, N. W., Washington, D. C. Annual subscription price for this quarterly is $4.

MEXICANA REVIEW is (in its own words) "a Journal devoted to the publication of popular and scholarly articles on all aspects of Mexicana." The March 1941 issue contains a bibliography of Mexicana written in English in 1940 and several book reviews. This periodical is published by the New York Archives of Mexico semiannually. Address all communications to Jesse J. Dossick, editor, in care of New York University, Washington Square, New York City. Subscription price is 60 cents a year; single copies are 35 cents.

THE OTHER AMERICAS THRU FILMS AND RECORDS is a careful preparation made by the Motion Picture Project of the American Council on Education with the assistance of the Pan American Union. This work is a guide for teachers to films about Latin America to be used in classrooms and to recordings which reveal the artistic life of Latin American peoples. Detailed information is given as well as evaluational annotations. The book may be obtained thru the American Council on Education, 744 Jackson Place, Washington, D. C. This publication is free upon request.

Those who are interested in the complete program of the Third Meeting of the Ministers of Foreign Affairs of the American Republics, held in Rio de Janeiro, January 15-28, 1942, should obtain the Report prepared by the Director General of the Pan American Union. The sixty-page report is printed and published as No. 36 of the Congress and Conference Series of the Pan American Union, Washington, D. C.

(ORDER PUBLICATIONS FROM THE AGENCY INDICATED IN EACH CASE)

A two-volume tourist guide to the other American republics is being prepared under the sponsorship of the Office of the Coordinator of Inter-American Affairs. This guidebook, edited by Earl P. Hanson, will give full information on such matters as travel opportunities, regional attractions, transportation facilities, and local accommodations, at the same time stressing culture, history, art, architecture, and archeology. Each volume will consist of approximately 800 pages, illustrated with photographs, maps, and statistical charts. Volume I will deal with the following countries: Argentina, Brazil, Chile, Peru, Bolivia, Ecuador, Paraguay, and Uruguay. Volume II will cover Mexico, El Salvador, Nicaragua, Haiti, Dominican Republic, Honduras, Panama, Cuba, Guatemala, Costa Rica, Venezuela, and Colombia.

It has been planned that both volumes will be published this spring or in early summer.

The following are children's books in Spanish which are on sale by Las Americas Publishing Co., 98-09 - 65th Road, Forest Hills, N. Y.: MARTA y JORGE, by Constancio C. Vigil. Illustrated in color - a popular book for children in South America. Price $1.25; cheaper edition, 80 cents. CHANCHIN, by Constancio C. Vigil. Illustrated in colors. Price 75 cents. MISIA PEPA, by Constancio C. Vigil. Illustrated in colors. Price 75 cents. CUENTOS PARA NINOS - small pamphlets, each containing one fable. Illustrated in colors. Price 10 cents each.

Graded Readers, selected readings with illustrations, are on sale by Las Americas Publishing Co. These readers are for Spanish school children but the reading material is suitable for first-, second-, and third-year students of Spanish. The last two of the following group may be used by college students: ¿QUIERES LEER? - for first grade, price 50 cents; ¡ADELANTE! - for second grade, price 60 cents; UN BUEN AMIGO - for third grade, price 80 cents; TRABAJO - for fourth grade, price $1; VIDA - for fifth grade, price $1. Also available from the same publishers are biographies in Spanish of outstanding national heroes, priced at 50 cents each. Address: 98-09 - 65th Road, Forest Hills, N. Y.

LAS AMERICAS, monthly newspaper in Spanish, announces that the April issue will be a special double-sized Pan American Day issue. Address: Las Americas, Forest Hills, N. Y. The price is 10 cents per copy.

Several significant articles on post-war reconstruction have been reprinted by the Carnegie Endowment for International Peace. They are of great value to study groups for discussion. From one to ten copies of each title will be sent free upon request. For more than ten copies there is a charge. Address: Carnegie Endowment for International Peace, 405 West 117th Street, New York City.

PICTURE MAP GEOGRAPHY OF SOUTH AMERICA, by Vernon Quinn, is a book for children at the elementary-school level. More than fifty full-page picture maps by P. S. Johst simplify the geography and life of South America. Frederick A. Stokes Co. is the publisher. Address: 227-231 South 6th Street, Philadelphia, Pa. Price $1.50.

THE STORY OF THE OTHER AMERICA, by Richard C. Gill and Helen Hoke, is a new history reader for Grades V and VI. Houghton Mifflin Co. is the publisher. Address: 2 Park Street, Boston, Mass. Price $2.

THE VILLAGE THAT LEARNED TO READ, by Elizabeth Kent Tarshis, is a book for children - Grades IV to VI - recommended highly by the Pan American Union. It was published in 1941 by Houghton Mifflin Co., 2 Park Street, Boston, Mass. Price $2.

A Research Report of TIME, INC., for December 1941, is a list of articles on Latin America of current significance which have appeared in TIME, LIFE, and FORTUNE magazines. This list has been prepared and annotated by the Bureau of Special Services. Address: TIME, INC., Time and Life Building, Rockefeller Center, New York City. This service is free.

LET'S LOOK AT LATIN AMERICA is the title of a new text workbook by Zoe A. Thralls and Ralph Hancock, published by the American Education Press, to fill the need of effective teaching material on Latin America in upper elementary grades or junior and senior high school. Within its fifty large pages it contains a considerable amount of factual information presented in the workbook pattern and illustrated with numerous maps, pictures, and statistics. Twenty units cover all Central and South American nations, the Caribbean island countries, the Canal Zone, and the Guianas. Following each unit is a test section suggesting exercises and activities. Address: American Education Press, 400 South Front Street, Columbus, Ohio. In small quantities the price is 28 cents per copy; in quantities of ten or more, 21 cents per copy plus postage.

AMERICANS ALL (2 reels, 16 mm., sound), a film on the youth of Latin America. Available free for nontheatrical use, but exhibitor must pay express charges. Address Coordinator of Inter-American Affairs, 444 Madison Avenue, New York City. Other films are available; ask for announcement leaflet.

PAN AMERICAN RADIO is a new periodical containing news of a technical nature and interesting articles of general appeal on inter-American cultural exchange. A feature of the magazine is the fact that each issue contains three-column pages thruout, carrying the same article in the three languages - English, Spanish, and Portuguese - side by side. Herbert Rosen is the editor. Address: 45 West 45th Street, New York City. Yearly subscription price is $3.

BUILDERS OF LATIN AMERICA, by Watt Stewart and Harold F. Peterson, is a volume of biographies which embraces the four and a half centuries of Latin American life, featuring somewhat in story form the lives and contributions of five or six persons of each stage of the history of the Latin American nations. Harper and Brothers is the publisher. Address: 49 East 33d Street, New York City. The price is $1.68.

BOLIVAR, LIFE OF AN IDEALIST, by Emil Ludwig, has been released by the Alliance Book Corp. Address: 212 Fifth Avenue, New York City. Price $3.50.

THE HAITIAN PEOPLE, a book by James G. Leyburn, has been published by the Yale University Press, New Haven, Conn.

Several new books for children have been published by D. C. Heath and Co. in the *New World Series*, referred to in previous issues of this newsletter. The names and authors of eight of these books are given here. The price of each book is 40 cents. Address: D. C. Heath and Co., 285 Columbus Avenue, Boston, Mass.

AROUND THE YEAR IN ICELAND by Elizabeth Yates

SIX GREAT MEN OF BRAZIL by Vera Kelsey

RICHES OF CENTRAL AMERICA by V. Wolfgang von Hagen

UP CANADA WAY by Helen Dickson

RICO THE YOUNG RANCHER by Patricia C. Fleming

SKY HIGH IN BOLIVIA by Ruth C. Adams

CHILDREN OF MEXICO by Dorothy C. Hogner

OOTAH AND HIS PUPPY by Marie A. Peary

In the February 1942 issue of SOCIAL EDUCATION, organ of the National Council for the Social Studies, is a four-page statement of the urgency of knowing and understanding the East. The article is entitled "American Education and the Far East." (See pages 70-73.)

THE FAR EAST

As interest and attention spread to far parts of the world where the United States faces problems of the war, materials are being prepared for schools and other educational groups. BIBLIOGRAPHY OF THE FAR EAST, prepared originally by Margaret B. Davis, Librarian of the Senior High School of Eureka, California, has been mimeographed with some changes by the Research Division of the NEA. It is intended to serve senior high-school libraries in particular. The price is 10 cents.

These recent books about the Pacific area have been listed by the University of Virginia Extension Division as being worthy of attention:

AUSTRALIA AND THE UNITED STATES, by Frederick Alexander. Boston: World Peace Foundation (40 Mt. Vernon St.), 1941. 68 p. 50¢.

BEHIND THE RISING SUN (Japan), by James R. Young. Garden City, N. Y.: Doubleday, Doran and Co., 1941. 334 p. $3.

CROSS WINDS OF EMPIRE (Malaya), by Woodbern E. Remington. New York: John Day Co., 1941. 279 p. $3.

IN CHINA NOW, by Winifred Galbraith. New York: William Morrow and Co., 1941. 285 p. $2.50.

INTRODUCING AUSTRALIA, by C. Hartley Grattan. New York: John Day Co., 1942. 331 p. $3.

ORPHANS OF THE PACIFIC (Philippines), by Florence Horn. New York: Reynal and Hitchcock, 1941. 316 p. $3.50.

THE SOONG SISTERS, by Emily Hahn. Garden City, N. Y.: Doubleday, Doran and Co., 1941. 349 p. $3.

THE SOUTH SEAS IN THE MODERN WORLD, by Felix M. Keesing. New York: John Day Co., 1941. 391 p. $3.50.

THAILAND, THE NEW SIAM, by Virginia Thompson. New York: Macmillan Co., 1941. 865 p. $5.

THE UNITED STATES AND JAPAN'S NEW ORDER, by William C. Johnstone. Revised and enlarged edition. New York: Oxford University Press, 1941. 403 p. $3.

VOLCANIC ISLE (Japan), by Wilfrid Fleisher. Garden City, N. Y.: Doubleday, Doran and Co., 1941. 345 p. $3.

WAR AND DIPLOMACY IN EASTERN ASIA, by Claude A. Buss. New York: Macmillan Co., 1941. 570 p. $5.

WAR AS A SOCIAL INSTITUTION; THE HISTORIAN'S PERSPECTIVE, edited by Jesse D. Clarkson and Thomas C. Cochran. New York: Columbia University Press, 1941. 333 p. $3.50.

WESTWARD THE COURSE! THE NEW WORLD OF OCEANIA, by Paul McGuire. New York: William Morrow and Co., 1942. 434 p. $3.75.

SPECIAL BOOK REVIEWS

In response to a request by the editors of AMONG US, publishers have submitted copies of their books about Latin America for review. These reviews by Mildred Small Allen are an attempt to state an unbiased opinion of the value of the books to teachers.

For the person who wants to study Latin America rather than "read about it," LATIN AMERICA, by William Lytle Schurz could be the all-purpose textbook. It is unquestionably a work of authority and accuracy and it is written with painstaking care. One feels the strong, quiet, unemotional character of the man who has written what he has learned over a period of many years.

Mr. Schurz is now the Acting Assistant Chief of the Division of Cultural Relations in the Department of State. Since he has known Latin America first-hand for about twenty years as a traveler, explorer, diplomat, journalist, commercial agent, and economic adviser to a Latin American government, his book is seasoned and unhurried.

Perhaps the most outstanding characteristic of this book is its beautiful organization. A unified picture of Latin America could so easily be an oversimplification of the facts, but in his framework Mr. Schurz has brought together just enough of the similarities of the countries to be able to "deviate from the standard." The general outline of the survey is satisfying: The Land, The People, Government, The Economy, International Relations, and The Way of Life. As one reads one wants to study each part as a unit in itself. And study one may! The richly descriptive footnotes lead to extended reading in all these departments.

E. P. Dutton publishes LATIN AMERICA, which sells at $3.75. This reviewer knows of no book on Latin America in general which would pay greater dividends for a teacher's time.

M.S.A.

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I LIKE BRAZIL, by Jack Harding, published by Bobbs-Merrill Company, is another one of the comfortable, informal reports of a completely satisfying visit to the largest of all the South American countries. It attempts to be no more than it is - a rambling, friendly description of people and places which captivated and charmed a traveler. Mr. Harding went to Brazil as if to pay a visit to a neighbor. His account is in the rough, written for easy reading.

It is a question whether a book like this is the greatest contribution to out inter-American understanding. It bears the unmistakable imprint of a man from the United States, and in these days we are more in need of the South American's point of view.

I LIKE BRAZIL is a 1941 book of 334 pages. It sells for $3.

M.S.A.

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The Latin American Prize Novel Contest of 1941 has put four Latin American novels on bookshelves in the United States: BROAD AND ALIEN IS THE WORLD, by Ciro Alegria (reviewed in February issue, AMONG US); NAYAR by Miguel Angel Menendez; OUR DAILY BREAD, by Enrique Gil Gilbert; and THE BONFIRE, by Cecilio Carneiro. To be able to read the literature of Latin America in this monolinguistic nation is a privilege, and to take advantage of it is a refreshing way to become acquainted with people of the Americas. One book, at least, about Mexico written by a Mexican should be in any literary collection of Mexicana. A shocking understatement - that! Imagine our depending upon one author to interpret our people in fiction to countries of the Americas!

NAYAR, which is the first novel written by the Mexican poet, Miguel Angel Menendez, received honorable mention in the 1941 contest. Miguel Angel Menendez, altho only thirty-eight years old, has held several important governmental offices in Mexico and is now in China as a representative of his government. He was born in the province of Yucatan, but went to Mexico City as a very young man to become a newspaper reporter. His career since then has led him into the poetic, political, and financial worlds of Mexico.

NAYAR is a poet's novel - a novel of feeling, seeing, hearing, and searching into the soul of man. Without benefit of plot, except for the thread of a fugitive escape inland from the western coast of Mexico, NAYAR describes men's reactions to jungles and forests, to the plain work of living from the soil, to oppression, injustice, and the destruction of traditions. It is above all a reaching into the mind and heart of the half-breed whose social and psychological conflicts make him almost a fugitive from himself.

The book is rich with words. A Nordic writer could not have written it. It is lush like the humid afternoon of a tropical valley. The word pictures, tho they describe plain, simple things, are heavy with sensual appreciation. No little credit is due the translator, Angel Flores, for bringing into the English language the richness of the Spanish.

Farrar and Rinehart, who sponsored the novel contest in collaboration with the Pan American Union is, of course, the publisher. The book sells at $2.50.

M.S.A.